

Unit Design Template

Unit title	Subject/Topic	Grade Level	Unit Length	Marking Period
Japanese Internment	Social Studies/ELA	4-5	11 days	March-June
Summative Performance Task Most historians would agree that Japanese Americans were mistreated by the United States during WWII. Your task is to answer the question: What evidence can you find to support this claim using the primary and secondary sources that you have been given in this packet.	Long-Term Learning Targets Literacy: I can write a response with a claim that answers the focus question. I can choose evidence from the primary and secondary sources in my packet to accurately support my claim. Language: I can use academic language to examine primary and secondary sources. I can use this language in class discussions. I can use this language in my essay response. <ul style="list-style-type: none">✓ These sources lead me to believe that ...✓ These sources clearly show ...✓ Based on these sources, it is likely that ...✓ Although these sources show that ..., we are uncertain about ...			
Essential Question What evidence can you find to support the historical claim that Japanese Americans were mistreated during WWII using the primary and secondary sources that you have been given in this packet?				
Big ideas Students can use primary and secondary sources to support historical themes such as injustice especially during times of national crises and conflict.				

California's Common Core Content Standards

Reading: Informational	Writing	Speaking & Listening	Language
<p>RI.4.2 and RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.1 .Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>SL.4. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.5. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>

Academic Vocabulary (Tier 2)

- ✓ These sources lead me to believe that ...
- ✓ These sources clearly show ...
- ✓ Based on these sources, it is likely that ...
- ✓ Although these sources show that ..., we are uncertain about ...

Content-Specific Vocabulary (Tier 3)


Internment

Evacuation

Relocation

Nisei

Removal

Executive  Order

Pre-Assessment

Students will view a short video, *Farewell to Manzanar*, and discuss their interpretation of the video and their questions about the internment of Japanese Americans during WWII.

Lesson 1: Video and Background Article

Lesson 1a: Video

Supporting Learning Target: Examine secondary sources	Key Activities (approximately 2 days for both 1a and 1b):	Differentiation Strategies	Text(s) Used:
<p>Standards Addressed:</p> <p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>SL4. 1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles</p> <p>SL5. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>I. Play the movie Intro-about 6 min. clip from <i>Farewell to Manzanar</i> available to teachers on CD. It has voice-over giving context.</p> <p>Discuss- What did you see? What are you wondering?</p>		
<p>Evidence of Learning:</p> <p>Student discussions</p>			

Lesson 1: Video and Background Article

Lesson 1b: Background Article

<p>Supporting Learning Target: Examine secondary sources</p> <hr/> <p>Standards Addressed: RI.4.2 and RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>SL 4.1</p> <p>SL 5.1</p>	<p>Key Activities (approximately 1 day):</p> <p>Read the attached article, “Japanese Americans: Evacuation and Internment During World War II,” excerpted from <i>Cobblestone: The History Magazine for Young People</i>.</p> <p>Students read through the article once, circling words that are unfamiliar to the student.</p> <p>After reading, students work in small groups to clarify the meaning of the words that each student in the group circled.</p> <p>Students share out the words with the class to check for the accuracy of the definitions. Teachers should use the vocabulary strategies that have already been taught to the students.</p> <p>Students then read the passage aloud using strategies such as Jump In and Read or whatever read aloud strategies that have already been presented to the students.</p> <p>After the second reading, students, working in small groups, will identify the main ideas presented in the passage.</p>	<p>Differentiation Strategies</p> <p>Before the students read, the teacher will read the passage aloud, modeling appropriate word chunking and students will mark on their text where the teacher breaks in her/his reading.</p> <p>Students will then read the passage aloud as a whole class taking breaks where they marked on their text.</p> <p>Example:</p> <p>In the first days after the Japanese attack on Pearl Harbor Hawaii, /on December 7, 1941, /reports of Japan's lightening victories across the Pacific/ created an atmosphere/ of shock and fear/ in the United States.</p>	<p>Text(s) Used:</p> <p>“Japanese Americans: Evacuation and Internment During World War II,” excerpted from <i>Cobblestone: The History Magazine for Young People</i>.</p>
<p>Evidence of Learning: Student discussion</p>	<p>To observe how Jump In and Read is used in the classroom, go to this link http://vimeo.com/44955654</p>		

Lesson 2: Tickler Technique and Keep It or Junk It

Lesson 2a: Tickler Technique

<p>Supporting Learning Target: Reading comprehension using grade level text.</p> <hr/> <p>Standards Addressed: RI 4.2 and RI 5.2</p> <hr/> <p>SL 4.1 and SL 5.1</p>	<p>Key Activities (approximately 3 days for both 2a and 2b):</p> <p>If there is time, this lesson could be completed after Lesson 1b, Background Article.</p> <p>The purpose of the Tickler Technique is to help students identify the main idea of article by identifying the main idea of smaller sections of the passage.</p> <p>The text has already been broken into sections.</p> <ol style="list-style-type: none"> 1. Teacher reads all the paragraphs within each section, and the students highlight the nouns while the teacher reads the text. 2. Students work in groups to identify the main idea of the section using the words they have highlighted. 3. Each group writes the phrase they have chosen for their heading on the board. 4. One representative from each group shows how the text was used to write the heading. 5. The class discusses each choice and decides which heading best explains the main idea of the section. 6. The heading that is selected is the one that everyone uses. 	<p>Differentiation Strategies</p> <p>The teacher can use the headings provided and have the students work in groups to select nouns that support the heading the teacher has given them.</p>	<p>Text(s) Used:</p> <p>“Japanese Americans: Evacuation and Internment During World War II,” excerpted from <i>Cobblestone: The History Magazine for Young People</i>.</p>
<p>Evidence of Learning:</p> <p>Student discussion Student worksheet</p>			

Lesson 2: Tickler Technique and Keep It or Junk It

Lesson 2b: Keep It or Junk It

Supporting Learning Target:

Reading comprehension using grade level text.

Standards Addressed:

RI 4.2 and RI 5.2

SL 4.1 and SL 5.1

Evidence of Learning:

Student discussion
Student worksheet

Key Activities (approximately 3 days for both 2a and 2b):

To observe how Keep It or Junk It is used in the classroom, go to this link <http://www.teachingchannel.org/videos/help-students-analyze-text>

1. First Read: Students independently read the passage.
2. Second Read: Students highlight key words from the passage that have to do with the unfair treatment of Japanese Americans during World War II.
3. Working independently, students list all the words they have circled on the student Keep It or Junk It worksheet.
4. Working in small groups, students eliminate words that don't help answer the focus question.
5. Students share their list with the whole class.
6. Working in small groups, students discuss in groups how to categorize key words (within each category students link word to the focus question). Category names have been provided on the worksheet. These will be the same categories that students will use as buckets to organize the evidence for the writing assignment.
7. Working in small groups, students eliminate those words that no longer link to the focus question

Differentiation Strategies

Although students should choose their own words and compile a list of key words in small groups in order to facilitate student discussion of the text, step 4, as a whole class. Step 6 can also be done as a whole class.

Text(s) Used:

"Japanese Americans: Evacuation and Internment During World War II," excerpted from *Cobblestone: The History Magazine for Young People*.

Lesson 3: Analyzing Maps and Primary Sources

Supporting Learning Target:	Key Activities (approximately 2 days):	Differentiation Strategies	Text(s) Used:
Standards Addressed: RI 5.6 SL 4.1 and SL 5.1	<p>Introduce the Question: A historian studies the past. Most historians would agree that the Japanese Americans were mistreated during WWII. What evidence can you find to support this claim using these sources (primary and secondary readings, historical documents and photographs)?</p>	Teacher facilitates discussions.	No text is used for this activity.
Evidence of Learning: Student discussion Student worksheet	<p>Exclusion order: Show poster of exclusion order (Executive Order 9066) which is included in the packet. Read and discuss the document. Complete attached worksheet.</p> <p>Map of Japanese Internment Camps during World War II. Read and discuss the document. Complete attached worksheet.</p> <p>Examine each of the attached photos. Read, discuss and complete the worksheet for each photo.</p>		

Lesson 4: Analyzing Primary Sources: Firsthand Accounts

Supporting Learning Target:	Key Activities (approximately 1 day): Using the Quotes worksheet, student will examine firsthand accounts from Japanese Americans who were interned to find evidence from primary documents to support the focus question. <ol style="list-style-type: none">1. Working in small groups, students will read the quote and circle key words that show evidence of mistreatment.2. Working in small groups, they will paraphrase each quote to explain what each quote means.3. Finally, they will explain how each quote relates to the focus question.	Differentiation Strategies Teacher guides students through each quote and class completes the worksheet together. If this is how the teacher chooses to complete this activity, students must be given time to discuss in small groups to discuss what the quote means and how it relates to the focus question.	Text(s) Used: Text on the Quotes worksheet is used for this lesson.
Standards Addressed: RI 5.6 SL 4.1 and SL 5.1 Evidence of Learning: Student discussion Student worksheet			

Lesson 5: Getting Ready to Write: Bucketing Evidence

Supporting Learning Target:	Key Activities (approximately 2 days):	Differentiation Strategies	Text(s) Used:
<p>Standards Addressed:</p> <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.1 . Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Reintroduce the focus question. Have the students circle the key words in the focus question.</p> <p>A historian studies the past. Most historians would agree that the Japanese Americans were mistreated during WWII. What evidence can you find to support this claim using these sources (primary and secondary readings, historical documents and photographs)?</p> <ol style="list-style-type: none"> 1. Working in groups, students identify the key words and what evidence they will need to include in their essay. 2. Remind students that they must use the primary sources (photos, internment camp map, Executive Order 9066, and firsthand quotes) as well as secondary sources (the film clip from <i>Farewell to Manzanar</i> and the excerpted <i>Cobblestone</i> article) to support their claim that Japanese Americans were mistreated during World War II. 3. Using the category sort from the Keep It or Junk It worksheet, students will complete the attached graphic organizer. After each section of the organizer, students will be asked to identify the primary and/or secondary source that they will use as evidence. 	<p>Although this is a five-paragraph essay, there are several ways this essay can be differentiated.</p> <p>The class can write the introduction as a whole. Since this introduction paragraph will serve as a guide for the essay, this should help students frame their evidence paragraphs.</p> <p>Choosing the evidence and completing the organizer can be done as a whole class. This will assess writing skills only not the students' ability to choose evidence.</p> <p>The essay can be shortened to a one-paragraph essay. The student can choose to write the paragraph where the students feels s/he has the strongest understanding of the topic.</p>	<p>No text is used.</p>
<p>Evidence of Learning:</p> <p>Student discussion</p> <p>Graphic organizer</p>			

Lesson 6: Writing the Essay

Supporting Learning Target:	Key Activities (approximately 3days):	Differentiation Strategies	Text(s) Used:
<p>Standards Addressed:</p> <p>W 4.1 and W 5.1</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none">Use correct capitalization.Use commas and quotation marks to mark direct speech and quotations from a text.Use a comma before a coordinating conjunction in a compound sentence.Spell grade-appropriate words correctly, consulting references as needed. <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none">Use punctuation to separate items in a series.*Use a comma to separate an introductory element from the rest of the sentence.Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).Use underlining, quotation marks, or italics to indicate titles of works.Spell grade-appropriate words correctly, consulting references as needed.	<p>Students will work independently to complete the essay.</p>	<p>See differentiation strategies for the previous lesson.</p>	
Evidence of Learning:			
<p>Student essay</p>			